

# The Components Of The Internal Environment (Organisational Culture, Organisational Climate) That Support The Dissemination Of The Values Of The Culture Of Quality In Educational Institutions

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## Abstract:

The components of the internal environment (organizational culture, organizational climate) are considered among the most important variables in organizational behavior that help to spread the values of quality culture in educational institutions. Therefore, this analytical study aimed to define the concept of quality culture in education and the possibility of its application in educational institutions; taking into account the importance of the two variables of the internal environment, represented by organizational culture and organizational climate. This has been done by presenting the literary heritage of the subject of quality culture in education and the most important studies that have dealt with its application in educational institutions, as well as the most prominent results and recommendations obtained.

**Keywords:** Internal environment, organisational culture, organisational climate, educational institutions, quality culture values.

## Introduction:

The transformation of the school towards quality has become a strategic necessity imposed by the challenges of the information age, which is characterised by rapid changes that require the school to improve the efficiency and effectiveness of its administrative and educational processes in order to be more responsive to these changes and to bridge the performance and knowledge gap to meet the needs and aspirations of the beneficiaries of its service and educational system (Bin Abdul Karim, 2015). According to Al-Khalidi (2011), “the educational institution is the institution most in need of establishing a culture of quality and working to achieve it in its environment through operational plans and transforming goals into realistic procedures, so that the diversity of administrative and qualitative work

areas, the multiplicity of its levels and the complexity of its departments do not hinder this; this institution must adopt a policy of a culture of quality, and on the contrary, it must benefit from research and studies to identify the various skills and knowledge needs”.

According to Al-Ajmi (2007), there is no ready-made recipe for applying the culture of total quality management to all educational institutions because of the multiplicity and diversity of application approaches. He mentions several steps for applying quality in secondary schools, including: identifying quality standards with an emphasis on innovative thinking in management - forming a quality management team and its councils - preparing the educational institution and creating the appropriate cultural climate - training and supporting all staff in the

educational institution - maintaining focus and continuity in improving quality during the implementation processes - providing feedback on performance.

In the same context, Tari (Tari.J.J) emphasises that there is no single model for implementing Total Quality Management, as it is a network of interrelated elements, factors, practices, techniques and tools (Tari, 2005). The most important requirement for the successful implementation of a quality culture is the suitability of the environmental variables (organisational culture and organisational climate) of educational institutions for this application and the desire of managers and officials to transform their institutions towards the application of a quality culture.

### **I. The internal environment of educational institutions:**

The internal environment with its main elements - organisational structure, organisational culture and organisational resources - plays an important and vital role in the performance of organisations. This is through its influence on the nature of the organisational climate, which is reflected in the behaviour of employees. This in turn shows the extent of employees' willingness to exert great efforts for the benefit of the organisation, their strong desire to remain in it, and their acceptance of the organisation's core values and goals (Al-Najar and Khayr al-Din, 2010).

#### **I.1 The internal environment of educational institutions:**

The environment is generally defined as everything that stimulates the individual or the group and influences their behaviour, and this influence lies in the formation of the personality, the inculcation of tendencies and aptitudes, and their development in the individual. The environment also transmits to the individual the principles, values and ideals that he/she follows and guides him/her in life and determines his/her relationships with others (Mohammad Zainab, 2005: 14).

The internal environment of educational institutions can be defined as: a set of specific procedures that govern the work within the educational institution and the prevailing pattern of relationships among the members of the educational community that directly influence the behaviour of employees, based on the organisational culture and organisational climate that distinguish the characteristics of the educational institution from other institutions.

#### **I.2 Components of the internal environment of educational institutions**

The internal environment of educational institutions consists of a number of elements, the most important of which are: the organisational structure, the organisational culture, the school climate and the prevailing organisational values in schools. In this research, we will focus on two important elements: organisational culture and organisational climate.

##### **A. Organisational culture:**

Taylor defines culture as "that complex whole which includes knowledge, beliefs, art, morals, law, customs, and all other skills and habits acquired by human beings as members of society". (Ghayath, 2003: 06)

Cloutier (.G, 2013) considers organisational culture to be primarily a social concept, and when defining this concept, it is necessary to refer to the importance of values and beliefs, which are considered to be the basic components of the culture of any society. As Abdin (2013: 44) states: "Organisational culture is an extension of the prevailing social culture and a reflection of the knowledge, ideas and values of a given society, and is part of an interactive, reciprocal relationship with the components of the broader social system. Accordingly, individual behaviour is not generated in a vacuum but is a product of social behaviour, and organisational culture is not the creation of an individual but rather the result of the interaction of the goals, aspirations and efforts of the institution's founders and the

continuity of its employees in their various roles”.

The internal environment has been defined as “the internal characteristics of the institution that include systems, procedures, salaries and sanctions, etc.”. Al-Adeli defined it as “the internal factors and characteristics of the organisation in which the employee works, such as systems, work procedures, salaries, material and moral incentives and sanctions, prevailing relationships and working conditions”. Al-Quriyuti defined it as “the prevailing values and attitudes within the administrative organisations and the extent to which they affect the organisational behaviour of employees and the overall administrative processes” (Al-Shammari, 2013: 14).

The work of Inga.L, Ilze.K, and Daira.A (2015) emphasizes that organizational culture is the social glue that compels the organization to adopt the values, beliefs, rituals, and customs of the society.

Alfrejat, Alluzi, and Alshehabi (2009, p. 246) define organizational culture as “the core values adopted by the organization, the philosophy that governs its policies toward employees and customers, the way tasks are accomplished, and the assumptions and beliefs shared by all members of the organization”. Al-Arissy, on the other hand, sees organisational culture as “a set of shared assumptions, values, beliefs and symbols that distinguish the organisation from other organisations” (Al-Adhib, 2015).

Hussein Haraim (2009, p.309) has provided several definitions of organisational culture. Gibson et al. define it as something similar to the culture of society, consisting of values, habits, perceptions, assumptions, rules, standards and human-made artefacts. Kurt Lewin defines it as “a set of assumptions, norms and values shared by the members of the organisation, which constitute the human environment in which the employee performs his work”. Barney defines it as “a complex set of values, beliefs and assumptions that determine the behaviour of the organisation’s

employees” (Christophe & Alain, 2007). On the other hand, Pavel (2014, p. 116) considers the concept of organisational culture to refer to the collective norms of thinking, attitudes, values, beliefs, practices and traditions that exist in an organisation. This may include visible elements such as shared behaviours, language, rituals and symbols.

The functions of organisational culture are summarised by Hussain Hareem (2009: 312-313) into four main functions: It gives individuals in the organisation an organisational identity in which employees share the same standards, values and perceptions, providing them with a unified sense that helps develop a sense of common purpose and facilitates collective commitment. The shared sense of purpose encourages strong commitment from those who embrace the culture. It also enhances the stability of the system by encouraging ongoing cooperation and coordination among the members of the organisation. In addition, it shapes behaviour by helping individuals to understand their environment, as the organisation’s culture provides a source of shared meanings that explain why things happen the way they do.

With regard to the elements of organisational culture, Al-Furaijat et al. (2009: 266) summarise them as follows Organizational values, which are the values that prevail in the work environment and guide employee behavior, such as equality among employees and time management. Organisational beliefs, which are the shared ideas about the nature of work and social life in the organisational environment and how to perform tasks in the organisation, such as participating in decision-making processes and contributing to teamwork. Organisational norms, which are the norms that employees in the organisation follow because they consider them to be correct, necessary and beneficial for the organisation of the work environment. In addition to organisational expectations, which represent the psychological contract between the employee and the organisation, i.e. what the

employee expects from the organisation and what the organisation expects from the employee, such as what supervisors expect from subordinates and what subordinates expect from supervisors, as well as providing an organisational environment and climate that helps and supports the psychological and social needs of the individual employee.

According to Al-Gharib, the concept of organisational culture has shifted from the administrative field to the educational field, especially to the school as a social organisation with its own personality that distinguishes it from others. Walter pointed out that “each school has its own culture, which is dominated by a complex system of values that govern the social relations between individuals and a set of collective behaviours, such as customs, rules

and laws that express the work ethics in the school” (Al-Noh, bin Salem, 2012: 242).

Organisational culture is considered one of the most important organisational variables that support the spread of quality culture values in educational institutions, as the latter must have a foundation that embraces it in order to influence the behaviour of employees.

The most important foundation of the total quality culture is to perform the required work correctly the first time, with a constant effort for continuous improvement to meet the needs of the public, starting from the level of satisfaction, then the level of enjoyment and fulfilment (Al-Adlani, 2002, p. 109). The characteristics of organisational culture that support the spread of quality culture values in educational institutions are shown in Table (1).

**Table (1): Features of organisational culture that support the dissemination of quality culture values**

N°	Principles and Fundamentals:	General Description
01	Clarity of the institution's philosophy.	The general description involves answering the basic questions: Who are we? (Identity), What do we want? (Mission), and How do we get there? (Methodology)
02	Clarity of future vision	It represents the ultimate vision of where the institution wants to be in the future
03	Clarity of strategic objectives	It involves a clear understanding of the long-term outcomes to be achieved through incremental, calculated and comprehensive steps
04	People First (internal and external customers)	Ensuring that human rights are upheld and emphasising that the value and dignity of the individual comes first and always.
05	Excellence	Doing the work required accurately, on time, the first time and consistently.
06	Team Spirit	Strengthening participation and consultation with a focus on the principle of collective success.

<b>07</b>	High Performance Standards	Adopting high standards for measuring performance and conducting comprehensive evaluations, making necessary adjustments and corrections in a timely manner.
<b>08</b>	Encouraging initiative and creativity	Encourage a spirit of hard work and creativity, encourage the presentation of ideas and suggestions without hesitation or fear, and emphasise the principle of calculated risk-taking.
<b>09</b>	Preventive management	To rely on the principle of preventive management, i.e. to prevent errors and defects before they occur and to continuously improve processes, driven by the collective responsibility and care of all members of the institution.
<b>10</b>	Simplification	Simplify everything, including the structure, procedures, communications, systems and forms used.
<b>11</b>	Value of Information	Emphasising the importance of accurate information and requiring an accurate database of information relevant to the work of the institution, easily accessible and shared by relevant staff.
<b>12</b>	Effective Leadership	Effective leadership is about providing vision, guiding individuals towards goals, building morale, integrating with them in all areas of work, and leaving a real impact on the institution.
<b>13</b>	Continuous training	Training should be continuous for all staff, equipping them with the skills, knowledge and values appropriate to their roles and specialisms.
<b>14</b>	Comprehensive and continuous improvement	Continuous and ongoing improvement of all components of the work system, including inputs, outputs and processes, with the aim of development, progress and reward, while preparing for internal and external change.

Source: (Al-Adloni, 2002: 111-112).

From the above, it can be said that educational institutions at all levels (primary, middle and secondary) need a positive organisational culture that promotes effective cultural behaviour, which in turn contributes to change at the level of cultural values carried by employees and students in the school, in order to provide the appropriate basis for the spread of quality cultural values in educational institutions, similar to other organisations, and to achieve the quality of the results of the educational process and to satisfy parents and the local community as a whole.

### **B. Organisational climate:**

The term “organisational climate” is a term that has recently become known in the field of education and has derived its entity from sociology and social psychology. The issue of organisational climate has attracted the attention of many educational researchers due to the results of studies and research that confirm its importance in influencing the outcomes of the educational process and the performance of educational institutions in general.

School organisational climate refers to the quality and pattern of life in the school and is based on people who have sufficient experience of school life. The school climate can also reflect the standards, goals, values, relationships, pedagogical practices, learning, management and organisational structure embedded in life. (Jonathan & All, 2009)

Organisational climate is defined by Litwin as “a set of measurable characteristics of the work environment based on the collective perceptions of the individuals who live and work in that environment, and these characteristics have been shown to affect their behaviour” (Badran et al., 2004: 137). Halpin and Groft, on the other hand, define it as “the climate of the organisation is like the personality of the individual, and the climate in the educational system includes the atmosphere of social, psychological and human relations in schools” (Haji, 2000: 263). Meanwhile, Ben

Dridi (2009: 28) defines the organisational climate in the educational institution as “a reflection of the characteristics of the work in the conscious and unconscious awareness of the employees, which leads the individual to build a certain perception of this work, characterised by relative stability, and to some extent determines his behaviour and performance in this environment”. It is also defined as the prevailing emotions in the school through which attitudes, emotions, values and social relationships can be built between individuals (Ramzi, 2003: 264).

Al-Omyan (2005) provided a precise definition that effectively captures that climate is one of the components of the organisational environment by stating: “It is the social environment or the whole social system of the group of employees in the same organisation, which means that the culture, values, customs, traditions, norms, behavioural patterns and social beliefs and different ways of working affect the human and economic activities and activities within the institution”.

The organisational climate in educational institutions is the prevailing socio-psychological character in the school. To the average person, schools may appear to be places where students and teachers are present for the purpose of educating students, and thus they are no different from one another. However, the reality is that schools differ from one another in terms of their character and the environment that distinguishes them from others. These differences are evident to the individuals within the institution, such as the staff, teachers and pupils. The overall character is the result of the interactions and relationships between individuals within the institution. (Al-Otaibi, 2007: 16)

Aribat (2009: 99) provided a comprehensive definition of school climate, stating: “The school climate is the term that refers to the nature of the targeted and planned tasks in accordance with the organisational structure of the school and the prevailing patterns of school

and classroom management, and the nature of communication, work values and prevailing relationships, and the feelings of security and job satisfaction as perceived by the school community, in a way that achieves the solidarity and belonging of the members of this community and stimulates their motivation to work in harmony and effectiveness to achieve the educational goals that the school seeks to achieve”.

Based on the above, educational institutions should strive to have an organisational climate that helps to spread the values of a quality culture, so that its nature is derived from the specificities of the school, in order to create an appropriate environment for educational work and continuous improvement. This can be achieved through the following procedures:

1. The school should have a collaborative atmosphere, based on the fact that teachers and other staff are available to help students and meet their personal and academic needs.
2. The school should provide channels of communication between teachers and students at different levels, as well as effective channels of communication between teachers.
3. Decision-making in the school should be democratic, based on the school's policies and values.
4. School policies should be logical and related to the needs of the school community so that students and teachers perceive them as fair and appropriate.
5. The effective school should have a system of care in which everyone feels equal and no group of individuals feels favoured or has more privileges than another.
6. The provision of clear and co-ordinated school policies that are understood and communicated to all, and most importantly, that are consistently applied.
7. Establish a special system in the school and work committees to deal with students who

show extreme behavioural problems. The aim of these committees is to help students improve their behaviour and to assist teachers in training how to deal with and adapt to such students.

8. The school should provide opportunities for democratic interaction and consultation, especially on fundamental issues. Students and teachers have the right to express their views on the school system, and it is necessary to take these views into account and to pay continuous attention to and review them (Haroun, 2003: 265).

## **2. The culture of quality in educational institutions:**

The culture of quality has a methodology characterised by permanence and continuity and is not a station that ends with the end of a particular programme or time. It therefore requires more continuous training to solve problems and think in innovative ways. It aims to achieve the satisfaction of the internal beneficiary in the educational institution, namely the student, the teacher and the educational administration. As for the external beneficiary, it is the satisfaction of the community with the quality of the educational product and the benefit that this educational product will bring to the community.

Therefore, one of the most important criteria for the success of educational institutions is the quality of the students who graduate from these institutions and their ability to serve their community in the required manner. The positive attitude of the community towards these institutions also gives them a kind of respect and appreciation, which leads to intense competition between the different educational institutions to improve their various programmes and objectives in order to achieve appropriate and suitable educational outputs to serve and develop the community (Al-Ajez, 2005: 102).

### **2.1 The concept of quality culture:**

Ehlers (2009) believes that the quality culture is part of the prevailing organisational culture in any organisation. In the same context, Syed.M.A (2015) believes that to understand quality culture, one must first understand the prevailing organizational culture in the organization through continuous improvement of processes, organizational values, rituals and habits to arrive at a concept of quality culture, which is: the system of organizational values that creates an environment conducive to continuous quality improvement.

Berry.G (1997), on the other hand, focused on the factor of leadership as an indispensable element in establishing and maintaining the quality culture of organisations, as in the case of educational institutions. Leaders have the ability to make decisions about developing a quality culture in their schools, knowing that it requires a comprehensive understanding of the theoretical foundations of quality management in education, and they also have the ability to accurately describe how to make the quality culture applicable in schools and education directorates, as is the case in the United States.

Meanwhile, Ramdass.k and Kruger.D (2009) focused on the element of teamwork in the concept of quality culture, defining it as collective work for continuous improvement; and that teamwork contributes to creating an atmosphere of trust, cooperation and exchange of experiences, which allows the successful application of a quality culture in educational institutions.

While Enemark.S (2000) believes that it is necessary to have a stimulating educational environment in order to apply the quality culture and achieve quality assurance in educational institutions.

The concept of quality culture ultimately refers to a set of values, beliefs, attitudes and strategies that are instilled by top management in the minds of employees at different levels and specialisations. These are instilled in every new member of staff as the optimal approach to solving the problems of the educational

institution. Quality culture is defined as “the way work is done, where individuals feel free to contribute their ideas in solving problems and making decisions” (El-Melegy, 2011, p. 58). It is also defined as “the dissemination of individual and collective awareness among employees at different work levels about the importance of implementing Total Quality Management (TQM) in all promotional activities such as newsletters, articles, meetings and seminars” (Sabr & Abdel-Moati, 2011, p. 125).

Mihai Adrian Vilcea (2014) understands quality culture as a set of elements: shared values, beliefs, expectations, and commitment to quality, by developing an organisational culture for change based on various activities: generating organisational attitudes and practices, creating an environment of mutual trust and support, a participatory environment that involves all employees of the institution, and empowering them to continuously manage and improve processes. Harvey (2004) defined quality culture as “a set of values that guide the way improvements are introduced into daily work practices and the resulting outcomes”.

The quality guide issued by the Institute of Public Administration in Riyadh (1424 AH) defined quality culture as “a system of values that prevails in the organisation among all its members, including a set of beliefs, procedures and motivational directives for continuous quality improvement based on the desire of the beneficiary” (Al-Dosari, 2008: 108). On the other hand, Al-Swaf and Ali Ismail (2014) defined quality culture as “a set of quality-related values that are learned collectively to develop the organisation’s ability to face external circumstances and manage its internal affairs”.

Juran (1989) defined it as “a set of beliefs and values embraced by employees towards quality, formed through administrative practices, which collectively constitute the overall quality climate of the organisation, and these values act as drivers and motivators that guide the



behaviour of employees to commit to quality” (Darooza, 2014: 650).

In light of the previous definitions of quality culture, Hilal proposes an operational definition of the concept of quality culture as follows: it includes familiarity with the prevailing knowledge, values, and beliefs about quality within educational institutions that determine the behaviours, actions, and practices of individuals within these institutions in accordance with the process of continuous improvement. Accordingly, quality culture encompasses three main areas: quality knowledge (the cognitive domain), values and beliefs (the affective domain), and behaviours and practices (the capability domain).

## **2.2 The values of a culture of quality in educational institutions:**

The values of a quality culture in educational institutions come from the culture of the school, which it outlines in order to achieve the goals it has set. According to the guide of the Institute of Public Administration (1424 AH), the quality culture of any organisation consists of: values related to quality, values related to growth and success, values related to safety, values related to job satisfaction and values related to communication (Al-Dosari, 2008: 109).

Heskell and Koter identified six values for a quality culture: (Darwazeh et al., 2014: 650).

- We are a composite (the organisation, the suppliers, the customer).
- Quality culture is not limited to the customer.
- Transparency and openness are important aspects of communication.
- Make information available to all.
- Focus on processes.
- Experience and learning are the way to avoid failure and achieve success.

## **2.3 The foundations of a quality culture:**

The comprehensive quality culture is based on essential foundations that must be available for the implementation of the quality system in educational institutions, namely

- Quality of information, its availability, proper use and effective application.
- Formation of a Quality Council with the aim of allocating powers to qualified persons to carry out specific responsibilities.
- Rewarding the results obtained through a system of material and moral incentives.
- Team work and team spirit.
- A sense of security in the workplace.
- Fairness in the payment of wages and salaries.
- The prevalence of a climate of clarity and fair treatment, as this ensures the effectiveness of employees.

In order to understand the reality of the environmental variables (organisational culture and organisational climate) of educational institutions, we will review and analyse some studies that have addressed the issue, in order to extract the role played by the environmental variables (organisational culture and organisational climate) as an input for the application of a quality culture in educational institutions.

Mallouli (2010) conducted a study aimed at identifying the reality of the physical environment of primary schools, through an observation card designed according to the standards of total quality, and the reality of environmental activities practiced by students under the guidance and participation of their teachers, through a questionnaire to monitor the educational activities practiced with an environmental character, in addition to identifying the nature of the relationship between the levels of environmental reality of the school and the levels of practiced environmental activities; The analytical-descriptive approach was used - of the survey type, as this approach is suitable for such

studies, and the study was carried out on (136) teachers randomly selected in twenty-one (21) schools selected by the regular random method; The study arrived at a series of recommendations, the most important of which are Reviewing the educational environment to be in line with the development of educational policies in Syria. As well as activating the role of students in achieving the curriculum through participation in educational-environmental activities.

The study by Sheikh et al. (2015) examined the impact of the internal work environment on voluntary employee turnover in some Sudanese universities during the period 2009-2013. The study aimed to measure voluntary employee turnover and identify its causes. The study population was the faculty members in some Sudanese universities. The study used a descriptive-analytical approach and designed a questionnaire to collect data from the study population. A total of 720 questionnaires were distributed, and 471 (65.4%) were retrieved, filled with data, and suitable for analysis. Several statistical techniques were used to analyze the study data, including mean, standard deviation, correlation coefficient, factor analysis, and regression.

The study found several results, including:

1. A positive and significant relationship between the used technology and voluntary employee turnover.
2. A negative and significant relationship between the nature of working conditions and voluntary employee turnover.
3. A positive but not significant relationship between the applied organizational structure and voluntary employee turnover.
4. The rate of voluntary employee turnover in private universities is higher than in public universities.

The study recommended the possibility of applying the study in other sectors and

measuring the impact of the external work environment on voluntary employee turnover.

In contrast, Al-Azam and Ghazzawi (2013) conducted a study that aimed to explore the predictive ability of school environmental factors on the tendency towards aggressive behavior among upper basic stage students. The study sample consisted of 874 students from upper basic stage schools in the Second Irbid Directorate of Education, selected using a cluster random sampling method. The results showed that three areas of the school environment have a predictive ability in the tendency towards aggressive behavior, where the academic orientation of students explained 9.9% of the total explained variance, the peer relations explained 1.6%, and the teacher-student relationship explained 0.6% of the total explained variance of the dependent variable, the tendency towards aggressive behavior.

The study by Stavroula, Labros, Georgios, and Ioannis (2014) aimed to explore the reality of school environmental variables (organisational culture and organisational climate) from the perspective of secondary school teachers. A sample of 188 teachers, 65 males (34.6%) and 123 females (65.4%), was selected from secondary schools in the city of Karditsa (Thessaly, Greece). The study focused on variables such as the influence of school "location", organisational structure and lead teachers. The results showed that the lack of teacher control over students and the physical and psychological internal climate of the school have a negative impact on the daily work of teachers, especially in the development of educational projects. On the other hand, the incentive policy followed by the school administration has a positive effect on teachers' daily work. Finally, these results shed light on the factors that can contribute to creating the necessary conditions to improve the working environment of secondary school teachers.

Lawrence and Vimala (2012) conducted a study to examine the relationship between school environment and academic achievement of

ninth-grade students. Data were collected by applying a validated and reliable school environment scale to a random, stratified sample of 400 ninth-grade students. After analysing the data using Pearson's correlation coefficient 'r', the study found no statistically significant relationship between school environment and students' academic achievement.

In the same context, Mudassir and Norsuhaily (2015) conducted a study that aimed to investigate the impact of school environment on students' academic achievement by analysing the quality of school facilities and teachers in secondary schools in Kuala Terengganu, Malaysia. The descriptive research method was used and the study included a sample of 377 students from 4 secondary schools where the researcher's questionnaire was administered. After analysing the data using regression analysis, the study found that school facilities were adequate for the number of students and of high quality, which contributed positively to their academic performance. In addition, the comfortable working conditions for teachers encourage them to make significant efforts to improve the academic performance of their students. The study concluded with recommendations for parents, teachers and policy makers to improve the school environment.

Ugurlu conducted a study that aimed to investigate the importance of school culture in terms of organisational development in primary schools. The study used semi-structured interviews as a tool to collect information, where 12 teachers were interviewed in schools located in the city centre of Sivas, Turkey. In addition, administrative records and minutes of meetings organised by the school with pupils' parents were consulted. The study found that the prevailing culture in the primary schools studied was positive. It was also found that the behaviour of the principals determines the structure of the school culture and that the teachers in the primary schools under study participate in decision making and are

characterised by cooperation among themselves and with the school administration.

On the other hand, Yin. Ch. Ch. conducted a study that aimed to investigate the prevailing organisational culture in Hong Kong secondary schools through some organisational variables (leadership, organisational structure and social interactions) and its relationship with teachers' attitudes and school effectiveness standards. The study involved 54 secondary schools in Hong Kong with a sample of 588 teachers. The study found that organisational culture was significantly related to the organisational effectiveness of the schools studied. Among the 10 measures of these organisational variables, teacher morale and charismatic leadership of the principal can be significant in predicting school strength from organisational culture. Organizational culture can be reflected at three public levels: the organizational level in terms of the principal's leadership, represented by the formalization of the organization and the participation of teachers and social norms; the teachers' level and their attitudes in terms of organizational commitment, social job satisfaction; and the school effectiveness level in terms of overall perceived organizational effectiveness and academic performance in public examinations.

Shubitah and Uwaid (2016) conducted a study that aimed to identify the culture of quality among secondary school teachers and their students. To test this, a stratified random sample of 76 schools was selected from the directorates of Salfit and Qalqilya using tools designed for research purposes. The results showed that the quality culture of the teachers was at a high level of 3.85. As for the students, it reached 3.48, also at a high level. The results of the study also showed no statistically significant differences in the overall level of quality culture for the variables related to teachers. As for the students, the study showed statistically significant differences in the overall level of the variables of the main course. The researchers presented a proposed vision to improve the quality of secondary education. The study made

several recommendations, the most important of which are: to focus on the interest of educational administrations in studying the elements of the quality culture and the appropriate environment required to accommodate the new administrative technology.

The study by Al-Yahyawi (2002) aimed to determine the importance and feasibility of implementing Total Quality Management (TQM) and the availability of its requirements, as well as to identify the barriers to its application in public education schools in the Kingdom of Saudi Arabia. The study used the descriptive-analytical method and reached the following findings:

The importance of applying TQM was high, with the most important principle being customer focus and the least important being the importance of the control system. The sample saw a high possibility of implementing TQM, with the focus on processes being the most feasible. The sample saw the importance of the availability of TQM principles, with respect for the humanity of employees being the most important, followed by the availability of skills. There are many obstacles to implementation (bureaucracy, centralisation, resistance to change).

Noh Najlaa (2005) argues that it is necessary to adopt an organizational culture that is compatible with the requirements for implementing Total Quality Management (TQM) and its culture, through the practice and application of the following methods: developing and improving school work, focusing on the beneficiaries of the school and meeting their needs, supporting teamwork, and developing a team spirit. According to Al-Mansour (2005), the dissemination of the TQM culture requires the senior management to be convinced of the application of TQM principles in Palestinian schools, the use of continuous improvement methods in the administrative process, and a focus on the training process.

As for the study by Al-Shennawi and Hala Fawzy (2010), it aimed to know the reality of the application of quality in pre-university educational institutions in Egypt, to determine the extent to which the Egyptian quality assurance and educational accreditation standards are appropriate to the conditions and capabilities of these institutions, as well as to identify the obstacles facing the achievement of quality in them, in order to propose a vision to achieve the quality of pre-university education in Egypt. The study used the descriptive approach through tools (open interview, content analysis, questionnaire). The interview sample consisted of 300 individuals, while the questionnaire sample consisted of 500 individuals. The study reached some findings related to the extent of appropriateness of Egyptian quality assurance and educational accreditation standards to the conditions and capabilities of pre-university educational institutions in Egypt, which can be divided into two main groups: institutional capacity and educational effectiveness. The obstacles to achieving quality are: obstacles related to students, school management, quality implementation strategy, buildings and equipment, and finally school staff. The researchers then presented a proposed vision for achieving quality in pre-university educational institutions in Egypt.

The study by Hilal (2014) aimed to identify the concepts of quality, quality culture, and educational accreditation, and to assess the level of quality culture and accreditation among employees of public and private schools in Al-Qassim region. It then sought to identify the barriers that limit the development of these concepts, and to propose a framework for activating the culture of quality and educational accreditation in both public and private schools.

The current study used a descriptive approach, based on the application of open-ended personal interviews and questionnaires to a random sample of public and private school staff under the General Directorate of Education in Al-Qassim.

The study found that the overall level of quality culture and educational accreditation in private schools exceeded that of public schools. It was moderate in the case of private schools and low in the case of public schools. The study also found statistically significant differences in the level of quality culture and educational accreditation between the two groups, in favour of private schools, in the cognitive and skills domains, while the differences were variable in the affective domain.

The study also found a near consensus between the two study groups on the barriers that limit the culture of quality in both public and private schools, including the resistance of some staff to anything new, the fear of an accountability system as a result of implementing quality, and the lack of a quality management system.

Through the presentation of the literary heritage and previous studies on the topic, we note that most studies have been concerned with formulating models and proposals for implementing quality in the field of education. They have emphasised that the application of a quality culture helps to improve the educational process by adapting the organisational culture and climate of the educational institution to the values of the quality culture. This includes the improvement of programmes and teaching methods, the adoption of modern evaluation procedures and the use of continuous training patterns for the staff of the educational institution. Applying a culture of quality also requires acceptance of change and belief in its positive benefits.

Most studies have focused on the components of the internal environment (organisational culture and climate) as the basic and natural approach to implementing a culture of quality in educational institutions.

Based on the above, a number of recommendations and suggestions can be made to create a positive organisational culture and climate suitable for disseminating the values of a quality culture in educational institutions, including:

- Adopting an open organisational climate pattern, as it is characterised by flexibility and seeks to meet the socio-psychological needs of students and teachers, allowing them to carry out their duties without supervision.
- Encourage collective leadership that improves human relations in the school.
- Involving everyone in the decision-making process of the school, each in his or her own area of specialisation.
- Encourage teamwork characterised by cooperation, consultation and respect for the opinions of others.
- Working to link educational institutions with local community institutions.
- Encourage cooperation with parents in solving school problems.
- Provide training in organisational behaviour for the directors of educational institutions.

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